

**U.S. Department of Education**  
**2014 National Blue Ribbon Schools Program**

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[ ] Public or [X] Non-public

For Public Schools only: (Check all that apply) [ ] Title I [ ] Charter [ ] Magnet [ ] Choice

Name of Principal Mrs. Eileen Manno  
(Specify: Ms., Miss, Mrs., Dr., Mr., etc.) (As it should appear in the official records)

Official School Name Saint Viator High School  
(As it should appear in the official records)

School Mailing Address 1213 East Oakton  
(If address is P.O. Box, also include street address.)

City Arlington Heights State IL Zip Code+4 (9 digits total) 60004-5099

County Cook State School Code Number\* N/A

Telephone 847-392-4050 Fax 847-392-4101

Web site/URL http://www.saintviator.com/ns/ E-mail emanno@saintviator.com  
Facebook Page

Twitter Handle https://www.facebook.com/saintviatorhighschool?fref=t  
@SaintViatorHS s Google+ N/A

YouTube/URL N/A Blog N/A Other Social Media Link   

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I-Eligibility Certification), and certify that it is accurate.

\_\_\_\_\_  
(Principal's Signature) Date \_\_\_\_\_

Name of Superintendent\* Sister Mary Paul McCaughey, O.P. E-mail: mmccaughey@archchiocago.org  
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name \_\_\_\_\_ Tel. NA

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I-Eligibility Certification), and certify that it is accurate.

\_\_\_\_\_  
(Superintendent's Signature) Date \_\_\_\_\_

Name of School Board  
President/Chairperson Mr. Dean Niro, N/A  
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I-Eligibility Certification), and certify that it is accurate.

\_\_\_\_\_  
(School Board President's/Chairperson's Signature) Date \_\_\_\_\_

*\*Non-public Schools: If the information requested is not applicable, write N/A in the space.*

## **PART I – ELIGIBILITY CERTIFICATION**

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**Include this page in the school’s application as page 2.**

The signatures on the first page of this application (cover page) certify that each of the statements below concerning the school’s eligibility and compliance with U.S. Department of Education, Office for Civil Rights (OCR) requirements is true and correct.

1. The school configuration includes one or more of grades K-12. (Schools on the same campus with one principal, even a K-12 school, must apply as an entire school.)
2. The school has made its Annual Measurable Objectives (AMOs) or Adequate Yearly Progress (AYP) each year for the past two years and has not been identified by the state as “persistently dangerous” within the last two years.
3. To meet final eligibility, a public school must meet the state’s AMOs or AYP requirements in the 2013-2014 school year and be certified by the state representative. Any status appeals must be resolved at least two weeks before the awards ceremony for the school to receive the award.
4. If the school includes grades 7 or higher, the school must have foreign language as a part of its curriculum.
5. The school has been in existence for five full years, that is, from at least September 2008 and each tested grade must have been part of the school for the past three years.
6. The nominated school has not received the National Blue Ribbon Schools award in the past five years: 2009, 2010, 2011, 2012, or 2013.
7. The nominated school has no history of testing irregularities, nor have charges of irregularities been brought against the school at the time of nomination. The U.S. Department of Education reserves the right to disqualify a school’s application and/or rescind a school’s award if irregularities are later discovered and proven by the state.
8. The nominated school or district is not refusing Office of Civil Rights (OCR) access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
9. The OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if OCR has accepted a corrective action plan from the district to remedy the violation.
10. The U.S. Department of Justice does not have a pending suit alleging that the nominated school or the school district as a whole has violated one or more of the civil rights statutes or the Constitution’s equal protection clause.
11. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

## PART II - DEMOGRAPHIC DATA

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All data are the most recent year available.

**DISTRICT** (Question 1 is not applicable to non-public schools)

1. Number of schools in the district (per district designation):
- Elementary schools (includes K-8)  
 Middle/Junior high schools  
 High schools  
 K-12 schools
- TOTAL

**SCHOOL** (To be completed by all schools)

2. Category that best describes the area where the school is located:
- ☐ Urban or large central city  
☐ Suburban with characteristics typical of an urban area  
☒ Suburban  
☐ Small city or town in a rural area  
☐ Rural
3. 9 Number of years the principal has been in her/his position at this school.
4. Number of students as of October 1 enrolled at each grade level or its equivalent in applying school:

Grade	# of Males	# of Females	Grade Total
PreK	0	0	0
K	0	0	0
1	0	0	0
2	0	0	0
3	0	0	0
4	0	0	0
5	0	0	0
6	0	0	0
7	0	0	0
8	0	0	0
9	118	100	218
10	125	97	222
11	143	116	259
12	122	129	251
Total Students	508	442	950

5. Racial/ethnic composition of the school:
- 0 % American Indian or Alaska Native
  - 7 % Asian
  - 2 % Black or African American
  - 5 % Hispanic or Latino
  - 0 % Native Hawaiian or Other Pacific Islander
  - 84 % White
  - 2 % Two or more races
  - 100 % Total**

(Only these seven standard categories should be used to report the racial/ethnic composition of your school. The Final Guidance on Maintaining, Collecting, and Reporting Racial and Ethnic Data to the U.S. Department of Education published in the October 19, 2007 *Federal Register* provides definitions for each of the seven categories.)

6. Student turnover, or mobility rate, during the 2012 - 2013 year: 3%

This rate should be calculated using the grid below. The answer to (6) is the mobility rate.

<b>Steps For Determining Mobility Rate</b>	<b>Answer</b>
(1) Number of students who transferred <i>to</i> the school after October 1, 2012 until the end of the school year	10
(2) Number of students who transferred <i>from</i> the school after October 1, 2012 until the end of the 2012-2013 school year	17
(3) Total of all transferred students [sum of rows (1) and (2)]	27
(4) Total number of students in the school as of October 1	971
(5) Total transferred students in row (3) divided by total students in row (4)	0.028
(6) Amount in row (5) multiplied by 100	3

7. English Language Learners (ELL) in the school: 0 %  
0 Total number ELL  
 Number of non-English languages represented: 0  
 Specify non-English languages:
8. Students eligible for free/reduced-priced meals: 9 %  
 Total number students who qualify: 85

If this method is not an accurate estimate of the percentage of students from low-income families, or the school does not participate in the free and reduced-priced school meals program, supply an accurate estimate and explain how the school calculated this estimate.

Saint Viator High School calculates students eligible for financial aid based on financial aid forms submitted. Using adjusted gross income from these forms and the federal guidelines chart we calculate how many students would qualify for reduced lunches, even though we do not participate in the program.

9. Students receiving special education services: 13 %  
123 Total number of students served

Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act. Do not add additional categories.

<u>0</u> Autism	<u>2</u> Orthopedic Impairment
<u>0</u> Deafness	<u>42</u> Other Health Impaired
<u>0</u> Deaf-Blindness	<u>58</u> Specific Learning Disability
<u>0</u> Emotional Disturbance	<u>7</u> Speech or Language Impairment
<u>2</u> Hearing Impairment	<u>0</u> Traumatic Brain Injury
<u>0</u> Mental Retardation	<u>0</u> Visual Impairment Including Blindness
<u>12</u> Multiple Disabilities	<u>0</u> Developmentally Delayed

10. Use Full-Time Equivalents (FTEs), rounded to nearest whole numeral, to indicate the number of personnel in each of the categories below:

	Number of Staff
Administrators	7
Classroom teachers	60
Resource teachers/specialists e.g., reading, math, science, special education, enrichment, technology, art, music, physical education, etc.	6
Paraprofessionals	4
Student support personnel e.g., guidance counselors, behavior interventionists, mental/physical health service providers, psychologists, family engagement liaisons, career/college attainment coaches, etc.	5

11. Average student-classroom teacher ratio, that is, the number of students in the school divided by the FTE of classroom teachers, e.g., 22:1 13:1

12. Show daily student attendance rates. Only high schools need to supply yearly graduation rates.

Required Information	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Daily student attendance	97%	96%	95%	96%	98%
High school graduation rate	100%	100%	100%	100%	100%

13. **For schools ending in grade 12 (high schools)**

Show percentages to indicate the post-secondary status of students who graduated in Spring 2013

Post-Secondary Status	
Graduating class size	246
Enrolled in a 4-year college or university	99%
Enrolled in a community college	1%
Enrolled in career/technical training program	0%
Found employment	0%
Joined the military or other public service	0%
Other	0%

14. Indicate whether your school has previously received a National Blue Ribbon Schools award.

Yes X      No

If yes, select the year in which your school received the award.      2008

## PART III – SUMMARY

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Saint Viator High School was established by the Clerics of St. Viator and the Archdiocese of Chicago to continue the Viatorian mission “to proclaim Jesus Christ and His Gospel and to raise up communities where faith is lived, deepened and celebrated.” For over 50 years, Saint Viator High School and the Clerics of St. Viator have upheld a commitment to education that guides young men and women on a journey of lifelong learning and religious formation. Located in Arlington Heights, IL, Saint Viator High School serves students, both Catholic and other faith traditions, from 62 different grade schools by offering a rigorous college preparatory curriculum.

The mission of the school is founded on three pillars – Lifelong Spiritual Growth, Excellence in Education and Responsibility to Community. Through the curriculum, we emphasize a responsibility to society and the Church. Stressing the dignity and uniqueness of individuals, we challenge students to reach their maximum potential in intellectual, physical, spiritual, and emotional growth. Graduates actively participate in learning as a life-long process. As members of a Catholic and global community, a Saint Viator graduate will:

- 1) make moral judgments based on an understanding of Catholic principles;
- 2) develop a sense of respect for self and others;
- 3) will respond to the needs of others with loving service, especially the marginalized of society;
- 4) be a citizen of the world with a sense of purpose that reflects an international perspective;
- 5) master the essential concepts and skills of each discipline;
- 6) accept and respect cultures as they interact with different traditions and values;
- 7) solve problems collaboratively.

During the past five years, the curriculum focus has been on developing 21st century skills. In an effort to meet the needs of all students, Advanced Placement (AP) and Honors courses, regular college preparatory courses, and some remedial courses are offered to meet the variety of student ability levels. More than half of the students enrolled in AP courses last year were named AP Scholars. The Scanlan Center provides support for students with documented learning disabilities. Curriculum evaluation is ongoing and new courses are developed as needed, including Mandarin Chinese, College Algebra, READ 180, Google Documents, AP World History, and AP Human Geography. The average ACT score for the Class of 2013 was 26.5.

The Campus Ministry Program and Service Program puts the mission of the school into action and truly embodies what it means to be a Viatorian and part of a Catholic community through the required 100 hours of service, retreats, and liturgical experiences. Students complete over 35,000 community service hours each year. Seeking to help each new student become part of our community, we established a LINK Crew program. LINK plans activities throughout the year to help new students adjust to high school. Peer Mediation actively helps students settle disputes between each other before problems escalate.

Three years ago, Saint Viator High School began to plan for the integration of technology into the curriculum. The primary technology goal is to prepare conscientious leaders in the 21st century. The one-to-one iPad program echoes the faculty’s commitment to deliver a student-centered learning experience that reflects today’s world. The number of wireless labs was increased and Smart Boards were placed in every classroom. Then the entire building was upgraded to wireless. After a detailed evaluation of the infrastructure and in consultation with parents, students and faculty, the iPad was determined the best device to complement learning. iPads were required for all students in grades 9 through 11 at the start of the 2013-2014 school year. Teachers received iPads in 2012 and received ongoing training on how to implement the iPads into education during the 2012-2013 school year. Faculty preparation focused on how to use this innovative tool to simplify and revitalize the learning experience. Ninety-eight percent of all textbooks for grades 9 -11 are available on the iPad; students use an agenda application to organize and plan their schedules; various apps are used by different disciplines. The integration of iPads as a tool for learning will be an ongoing experience, but has already proven highly successful with students and teachers displaying a new excitement about learning.

In an effort to develop a global understanding and experience among students, the Reverend Mark R. Francis, C.S.V. International Program was established. Currently, 54 international students from South Korea and China are enrolled as full-time students working towards a high school diploma. These students are not

considered to be ELL learners since all international students must demonstrate a high level of mastery of the English language.

The Father Louis Querbes Scholars is a program designed for students who score in the top 7% on the placement test. The goal of this program is to provide students with educational experiences outside the classroom, including symposiums, foreign travel, field trips, etc.



## PART IV – INDICATORS OF ACADEMIC SUCCESS

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### 1. Assessment Results:

a) In 2013, the average ACT composite for our students was 26.5. Saint Viator students scored significantly higher than the state average of 20.6. The ACT composite of our students has improved every year for the past 5 years, going from 25.3 in 2009 to 26.5 in 2013. As a college preparatory school, our goal is to have all students meet the college readiness benchmarks in the four core areas. These benchmarks predict a 50% chance of success in obtaining a B or higher or a 75% chance of obtaining a C or better in corresponding credit bearing college course. Sixty percent of the students who took the ACT in 2013 met all four benchmarks, well above the state average of 25%. Eighty percent of the Class of 2013 met the benchmark in reading, 81% met the benchmark in mathematics and 98% met the benchmark in English. These scores are well above the state averages.

b) Assessment Results B: The ACT composite score shows an increase every year since 2009 from 25.3 to 26.5. In 2009, 47% of the students met all 4 benchmarks and in 2013 60% of the students met all 4 benchmarks. Students have consistently met the benchmarks in Reading (79 - 84%) and English (96 - 100%) for the five year period with only minor variations. Significant improvement is noted in both mathematics and science. Mathematics scores in 2009 identified 67% of the students as meeting the benchmark; in 2013, 81% of the students met the benchmark. Science scores in 2009 indicated that 54% of the students met the benchmark; in 2013, 74% of the students met the benchmark. These significant improvements, science 20% and math 14% are due to a number of factors. The major factor for this improvement is that in 2009 teachers began to use test data and analysis to determine curriculum. Both math and science began evaluating their curriculum based on what was identified as the needs of the student population. They met in learning communities by class content and levels. Curriculum was significantly altered and new courses were created. Curriculum maps assisted teachers to focus on what students needed to know (content) and what skills students needed to be able to demonstrate. Developing common assessments for these classes led to teachers being able to evaluate and compare student mastery. Another factor that contributed to the improvement of these scores was that teachers each year used the Explore to PLAN, Plan to ACT, and the ACT summative reports to monitor students who needed direct interventions. These students were then targeted for attendance in the math lab each day to receive one-to-one assistance or a summer remediation course. Increasing the number of students enrolled in four years of math and science courses from 93% to 97% helped to improve these scores as well.

A subgroup analyzed each year is the students in the lower quartile. In 2009, students in the lowest quartile scored an average composite of 22 and an average of 24 in 2013. Reading in 2009 was 21, in 2013 it was 23. Mathematics in 2009 was 21, in 2013 it was 23. This improvement is due to interventions with this student group. Math curriculum for the struggling student was altered during the past five years to having students enrolled in more challenging classes. READ 180 was implemented for many of the students in this group in 2010 thus impacting reading scores.

Mathematics scores for the Asian subgroup are consistently two to four points higher than the total group. Reading scores are consistently two to four points below the average of the larger group. However even these scores are well above the state scores. Reading scores may be lower because the Asian subgroup is comprised of international students for whom English is a second language.

The mathematics scores of the Hispanic subgroup jumped significantly in 2013 to 25.2. This is a significant jump from the four previous years when 21 was the average score. This may be due to the overall improvement in the mathematics curriculum and encouraging these students to take more challenging mathematics courses. Reading scores are approximately 1.0 point below the larger group. There is no explanation for this difference.

## **2. Using Assessment Results:**

All incoming students take the High School Placement Test (HSPT) to demonstrate ability and skills mastery for placement in high school courses. Department chairpersons in English, Mathematics, Science, and Social Studies then place students into appropriate classes. Students who score low on the entrance test are required to take a summer study skills course in an effort to improve their high school performance. The Mathematics and Modern World Languages Departments administer teacher-constructed tests to further determine placement for upper level courses.

All students take the Explore, PLAN, and ACT. We use the longitudinal data from each of the tests to measure student mastery of targeted skills and benchmarks as well as curriculum effectiveness. This information is used to evaluate core curriculum and measure whether students are meeting benchmark scores for college readiness determined by ACT. Each department then analyzes the results in direct relation to their skills and content areas. Changes are then made to the Master Curriculum maps. PowerPoint presentations are developed reflecting this data and presented to parents, faculty, and the Board of Trustees. Individual student performance on these core tests is shared with teachers as they make an effort to differentiate their teaching to meet the needs of each student. Department chairpersons and counselors, when considering student placement for the next school year, use results from the PSAT and the AP Potential for Success List that is generated by College Board.

Every two years, all 10th and 12th graders participate in the Illinois Youth Survey. This survey helps to monitor the success of the decision-making curriculum and to monitor student attitudes and opinions towards school learning and life experiences.

Students enrolled in an AP class are required to take the AP test. This enables teachers to analyze the Instructional Planning reports to improve the quality of instruction in each AP class. Almost 50 percent or 249 juniors and seniors were enrolled in AP classes last year; 103 students were named scholars ranging from AP Scholars to National AP Scholars.

Finally, students enrolled in all levels of Spanish, French and Italian are required to take the respective National Language exams. Teachers analyze test results to identify weak performance areas by students and alter curriculum to improve student mastery. When it was identified that students were consistently underperforming on auditory / verbal sections, the school added an auditory computer lab where students could practice their language and receive feedback from their teachers.

As test results become available, they are reported to all stakeholders. Counselors hold parent meetings to explain the test results. Emails, WEB articles and newspapers report the academic successes of our students. AP Scholars, Foreign Language Award winners, and National Merit students are recognized at Honors assemblies.

## **3. Sharing Lessons Learned:**

A member of the administration meets monthly with grade school principals to review the High School Placement Test Results, to recognize the achievements of students from these grade schools, and to plan exchange programs between the grade schools and Saint Viator High School. Current students return to their grade schools to conduct retreats and service programs for students. The Fine Arts Department is currently planning a Choral and Band combined performance with a number of grade schools.

Each year the principal invites the principals and teachers of the feeder schools to a luncheon to discuss specific content areas. At this luncheon, the department chairs present the curriculum for the department, discuss expectations and placement of the 8th grade students, and seek input and feedback on Saint Viator High School programs. This year the topic of the first forum was integration of the iPad into the learning process. Since a number of the feeder schools indicated plans to integrate iPads next year, the Technology Coordinator and Instructional Technology Specialist explained the entire process for integrating the iPads. High schools within the archdiocese and across the country have contacted Saint Viator High School to learn how we have implemented the iPad.

Monthly diocesan principal meetings are held where current trends in education are discussed. Bi-annual meetings are held with all archdiocesan principals and presidents in attendance; sharing of programs and achievements are the focus of these meetings. Many of the faculty have presented at various conferences for educators on topics ranging from Technology in the Classroom to Benefits of the “Flip” Classroom.

#### **4. Engaging Families and Community:**

A strategy that has proven extremely successful has been the drug testing program. The random drug testing program for all students has been in place for the past five years and this year Saint Viator High School became the first school in the United States to add random alcohol testing. The testing involves cutting a small amount of hair from the scalp and submitting it to an outside agency for testing. A therapeutic intervention is conducted with the parents and the student who tested positive for repeated alcohol or drug use. The goals of this program fit with the school’s mission and ensure a safe environment for students to learn. The president and principal have spoken to numerous populations concerning the success of this program, including CNN and local press outlets. These tests have clearly changed the culture of the school in relation to drugs other than alcohol. It is believed that testing for extreme abuse of alcohol will gradually change the culture in relation to teenage alcohol use.

The school believes that the most effective strategy to educate high school students is in partnership with parents. Consequently parent meetings are held frequently conducted by various stakeholders in the building, such as the administrators, counselors, parent clubs, and special education teachers. These meetings vary in focus but are all aimed at improving student success and school improvement. An example is the Mandatory Parent Meeting for transfer and freshmen parents in August where presentations focus on helping students to meet success as they transition into high school. Another example of the partnering theme is the moderators of the Reverend Mark R. Francis, C.S.V. International Program hold a meeting with the guardians of the international students to establish a relationship with them to assist them to help these students adjust and meet with success. This meeting also helps to develop a support group for these guardians with each other.

## PART V – CURRICULUM AND INSTRUCTION

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### 1. Curriculum:

Curriculum is driven by the school mission which seeks to develop the whole person – spiritually, intellectually, physically, and emotionally. As a college preparatory school, curriculum focuses on the ACT learning standards and the Illinois Learning Standards in various content areas for the core curriculum. These standards identify the content students are expected to master and the skills they should be able to demonstrate. At the heart of the curriculum are the 21st century skills of critical thinking, collaboration, creativity and problem solving. Technology is integrated into every aspect of the curriculum.

Saint Viator High School is in compliance with the program's foreign language requirements. All students are required to complete a minimum of 2 years of a foreign language.

Curriculum Mapping challenges teachers to determine curriculum content and skills necessary for the 21st century learner. The maps are used as a planning tool, leading teachers to identify redundancies, weaknesses and gaps that inhibit student success in achieving the ACT and Illinois Learning standards. Departments administer common assessments in each class to measure student mastery of content and skills. The completed curriculum map then becomes a tool that helps teachers keep track of what has been taught and plan what will be taught in the future.

Religious Studies: Three and a half credits are required. Courses include faith development, Scripture, ethics, and morality. Religion of the World focuses on developing an understanding and respect of other religions. English: Four credits are required. Students study various genres using anthologies and complete texts by major authors. All English courses focus on vocabulary development, writing, research skills, critical reading skills, literary analysis, and speech skills. READ 180 is the newest course directed at improving reading levels of students who score below average in reading on standardized testing.

Social Studies: Three credits are required. Students are required to take World History, US History, and one additional credit from a variety of electives.

Mathematics: Three credits are required; most take a fourth credit. Students placed into the honors program complete AP Calculus. Students demonstrating weaker math skills begin with modified Algebra I and graduate completing College Algebra. Most students will start with Algebra I and complete through Pre-Calculus.

Science: Three credits are required; most students take four. All students complete Biology, Chemistry, and Physics; three levels of ability courses are offered in each of these areas. Students may choose from a variety of electives after they complete these core courses.

Modern World Languages: Two credits are required. Courses through the AP level are offered in Spanish, French, Italian and Mandarin Chinese. 85% of students will complete 4 years of a language. Saint Viator High School is in compliance with the requirements of the NCLB-BRS program.

Fine Arts: A half credit is required. The fine arts curriculum seeks to develop an appreciation of humanity through the arts. A variety of courses are offered, including Digital Photography, Theatre I, Chorus, and Jazz Band.

Health and Physical Education: Two credits are required. Drug/alcohol abuse, infectious diseases, smoking, nutrition and weight control, and other current health issues are discussed in the Health curriculum. The physical education curriculum challenges students to adopt a lifestyle that promotes health and fitness.

Computer Technology: A half credit is required. Students may choose from a variety of courses. The focus in each of the technology classes is to develop practical skills that use the computer as a tool for use in life.

Learning Strategies: The Scanlan Center offers three yearlong courses for students with an IEP or 504 Plans. The curriculum for these courses focuses on developing strategies among these students to enable them to meet with success in the mainstream curriculum and become independent self-advocates.

Service Requirement: 100 hours of Christian service are required. Christian Service complements the school's curriculum by providing experiences that assist students in recognizing the broader perspective of community and their unique roles in building a Christian community.

A Viatorian education helps students get into the colleges that are best for them, from the most selective

universities to schools that are tailor-made for their specific needs. Test scores, while not the final measure of a school's success, show how well Saint Viator students are prepared for college.

## **2. Reading/English:**

b. The English curriculum focuses on providing opportunities for students to become successful readers, effective communicators, and critical thinkers by developing the core skills of reading, writing, listening and speaking. In order to meet the ability level and needs of students, there are 3 levels of challenge – Honors/AP, College Prep and regular level. All genres are studied during a four year course of study through the use of interactive textbooks. Using the 6 + 1 Traits model for teaching writing stresses content, organization, voice, word choice, sentence fluency, conventions, and presentation. Writing portfolios are used to track individual progress and to help teachers to differentiate writing instruction for each student; every student writes a critical analysis paper and research paper by the end of junior year. Rubrics for evaluating writing based on the 6 + 1 program are used by other disciplines for writing assignments. Studies in grammar and usage are integrated throughout the writing process.

Two new English courses have been added to the freshmen level curriculum to better accommodate students whose skills need remediation. The first course is offered for students with learning disabilities and those students with low reading skills. This course has students using READ 180 to differentiate their reading program. The second course is for all new international students who need remediation in any of the core skills; the teacher in this course is able to differentiate learning for individual students using the iPad apps.

Instructional methods can vary from day to day. Teachers strive to create student centered classrooms. Teachers use Direct Instruction models, indirect instruction models and interactive instruction models. The use of iPads has significantly increased the ability of teachers to differentiate learning. Students submit assignments through Google Docs allowing teachers to plan for the individual student. As the teachers integrate technology into their curriculum, they are teaching the skills for students to be able to critically evaluate the validity of information in the non-print area. Freshmen teachers have worked with the Archdiocese of Chicago to develop an inquiry based unit for the non-fiction book *Our America*. Through this study students have had a dialogue with inner city students and developed an ongoing exchange of information.

## **3. Mathematics:**

The mathematics curriculum is based on the ACT and Illinois Mathematics Learning standards. The curriculum is designed to ensure that students master, and potentially exceed, the fundamental skills of mathematics and technology required for college entrance. Critical thinking is emphasized in all math courses; students are required to explain and annotate the processes they use to understand and solve mathematical problems.

Three credits are required in math, 98% of graduates complete a fourth credit. Students placed into the honors program complete AP Calculus. Students demonstrating weaker math skills take modified Algebra I as a freshman that covers  $\frac{3}{4}$  of regular Algebra I and complete it in Algebra II. An additional course was added for these students called College Algebra. Most students will start with Algebra I and complete through Pre-Calculus. A semester elective in Statistics is offered for students as well.

A summer remedial course is offered for incoming grade nine students to improve their foundational skills. A Math Lab, staffed by math teachers is available every period of the day and before school in the morning to assist struggling students. A few students in the Scanlan Center are taking individualized math programs online assisted by one of the Scanlan teachers in an effort to improve their basic skills. Teachers post lessons on the WEB pages for students to review as needed. Additionally, student resources include KHAN Academy.

Math teachers use a high level of technology, including Smart Boards, iPads, T-85 calculators, and Apple TV to engage students in learning. Many math teachers post their lesson online for students to review the entire lecture.

This curriculum and these approaches to the teaching of math have proven highly successful. ACT average math scores were 24.3 in 2009 and 25.8 in 2013. In 2013 ninety percent of the AB Calculus students scored 3 or higher and 88% of the BC Calculus students scored 3 or higher.

#### **4. Additional Curriculum Area:**

Science: Over forty percent of seniors enroll in one of three AP science classes. Teachers in science classes use an inquiry approach to learning and collaborative lab work in an effort to inspire critical thinking and lifelong learning. Science labs have been upgraded to provide students with state-of-the art technology experiences, including smart boards and computers enabling students to interface their scientific investigation with various probes, tracks, and sensors for interpretation.

Science teachers consistently review standardized testing given each year to review learning standards and student mastery of the essential skills in science. Tracking students from their entry into Saint Viator and then each year by analyzing the entrance exam, the Explore, the PLAN and then the ACT, science teachers monitor overall mastery and individual student growth. Curriculum maps are modified as needed based on student performance and needs. The average science scores on the ACT were 23.4 in 2008 and rose to 25.3 in 2013. AP teachers use the Instructional Planning reports provided by College Board to review and improve curriculum. AP Biology scores have risen to 83% of the students enrolled scoring 3 or higher in 2013 from 59% in 2010. Almost half of the AP Chemistry students have consistently scored 4 or 5 on the exam. Forty-one percent of the AP Physics students scored 3 or better in 2010 compared to 50% scoring 3 or better in 2013.

Science classes often use a “flip classroom” approach to learning. Teachers have found the “flip” classroom an essential element for study growth and success. Students develop responsibility and organizational skills because they are expected to come to class having viewed the lecture and prepared to do hands on labs in the classroom. Since lectures are stored for repeated student review, students of all ability levels indicate this experience is invaluable.

Field trips enhance the curriculum and give students real-life experiences of material studied. Field trips include hands on experiences with cadavers at Loyola Medical Center for Anatomy students, an environmental field studies at Volo Bog and the Chicago River, and kinematics at Great America for Physics students. A member of the Class of 2012 was a semi-finalist in the USA Biology Olympiad sponsored by the Center for Excellence in Education.

Virtual Academy: Beginning in 2014, students will be able to take one of seven courses (four AP courses) online through an accredited online high school. Adding these courses provides new curriculum opportunities for students that would otherwise not be available to them and prepares them to take online courses in college.

#### **5. Instructional Methods:**

Every teacher has a variety of instructional strategies they use depending on the objectives of a unit and the needs of the students. A common strategy used is direct instruction to provide information or developing step-by-step skills. As teachers integrate the iPad into the classroom, more of them are creating flip classrooms by recording their lectures. Students, no matter what their ability level, have indicated this is extremely helpful because they can watch the lecture as many times as they need to. The “flip” classroom allows an entire class period to be student centered using experimental learning or inquiry based learning and creating an environment where the teacher becomes a facilitator or resource person.

The iPad has allowed teachers to differentiate learning for individual students as needed. Teachers use various apps that help meet the diverse needs of individual or subgroups of students work within a classroom. These apps focus on remedial or enrichment areas as needed. The use of Google Drive allows students to collaborate on projects from different locations and submit their finished project to their teacher. The use of the iPad in education challenges students to learn by doing and engages them in the

learning process in multidimensional, dynamic and creative ways. The iPad is transforming the ways that teachers teach and students learn.

Teachers strive to link the past to the present and make curriculum relevant to students. Discussions in classrooms focus on moving students from the concrete level to the abstract; and seek to teach students to draw conclusions and to think beyond the box. Field trips are encouraged and supported as a means of experiential learning. Whether attending a Shakespearean play or taking a boat tour to learn about Chicago architecture, teachers use the resources of Chicago as an extension of the learning process. Group and individual projects, panel presentations, speeches, research projects, and independent learning projects are used to help students become collaborative and independent learners.

## **6. Professional Development:**

Every Tuesday is early dismissal allowing for 1 ½ hours for meetings and professional development. Last June an Instructional Technology Specialist was hired to help teachers integrate the iPad into the learning process. Two to three times a month during Professional Development, the Specialist demonstrates for teachers how to use new apps and possible ways to integrate the apps into the class. Additionally, the instructional technology specialist presents for individual departments, teachers and students during the course of a school day as needed or requested.

Most departments meet once a week in learning communities to develop maps for the coming weeks and to develop common assessments. During this time teachers use the results of their assessments to plan for the future and measure student mastery. These results are at the heart of their planning. Departments during this time analyze standardized assessment results in relation to their department and determine needs of students. For example, after receiving the results of PLAN which was administered to grade 10 students in October, math teachers analyzed those students who were identified as needing an intervention. They then created an afterschool program differentiating programs for each student.

Many of the teachers are taking advantage of attending webinars during school hours. Four institute days are held each year, two at the start of the year and one each semester.

All AP teachers attend an annual workshop for their AP classes. Every few years, AP teachers attend summer workshops. Teachers are encouraged and supported to attend other workshops related to their fields. Teachers receive financial remuneration for taking classes related to their teaching, especially in the area of meeting learning standards. Last year, 80% of the faculty attended professionally conducted workshops related to teaching, curricular areas or technology integration.

Attendance at these workshops and working in learning communities has challenged teachers to improve instruction and continues to improve student achievement as evidenced by the continuous upswing of the ACT scores and AP SCORES.

## **7. School Leadership**

Saint Viator High School has a two-tiered board structure. The Board of Governors (members of the Provincial Council of the Clerics of St. Viator) is responsible for appointing the members of the Board of Trustees and the President of Saint Viator High School. The Board of Governors establishes the Statement of Mission and purpose for Saint Viator High School.

The Board of Trustees is responsible for major policy decisions. The President of Saint Viator High School is a member of the Executive Committee of the Board of Trustees and the subcommittees of the Board. A proposal approved by the Board becomes new school policy. A recent example of this was the creation of the new alcohol testing policy that was implemented this year. The Board of trustees is composed of twenty members from the community, including the President, the Principal, current and former parents, alumni, and members of the community.

The President is responsible for major executive decisions, for implementing policies of the Board of

Trustees and for creating internal policies for the school as needed. The President has an Administrative Team comprised of the Principal, Deans, Director of Student Affairs and the Athletic Director. The President of Saint Viator High School meets with the Faculty Advisory Board composed of faculty and staff to discuss employment issues.

The Principal is responsible for decisions affecting the immediate day-to-day operation of the school. Two Deans, the Athletic Director, and the Director of Student Affairs assist the President and Principal in decision-making that affects school life.

The Curriculum Committee plans academic programs and projects. This committee is composed of the Principal, Technology Director, Instructional Technology Coordinator, Registrar, and Department Chairpersons of Counseling, English, Fine Arts, Modern World Languages, Mathematics, Physical Education, Religious Studies, Science, Social Studies and Computer Technology. The committee meets bi-monthly (or as needed) and is chaired by the principal.

It is the responsibility of the principal and department chairpersons to monitor curriculum maps and student mastery of content and skills. Learning communities were established so that teachers meeting in small groups could monitor individual student success. At the center of all decisions regarding curriculum, co-curriculars, discipline, etc. is the question of whether the student(s) will benefit.



## PART VI - NON-PUBLIC SCHOOL INFORMATION

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*The purpose of this addendum is to obtain additional information from non-public schools as noted below.*

1. Non-public school association(s): Catholic

Identify the religious or independent associations, if any, to which the school belongs. Select the primary association first.

2. Does the school have nonprofit, tax-exempt (501(c)(3)) status?      Yes X      No
3. What are the 2013-2014 tuition rates, by grade? (Do not include room, board, or fees.)

### 2013-2014 Tuition

Grade	Amount
K	\$0
1	\$0
2	\$0
3	\$0
4	\$0
5	\$0
6	\$0
7	\$0
8	\$0
9	\$11850
10	\$11850
11	\$11850
12	\$11850

4. What is the educational cost per student?      \$14305  
(School budget divided by enrollment)
5. What is the average financial aid per student?      \$4698
6. What percentage of the annual budget is devoted to scholarship assistance and/or tuition reduction?      10%
7. What percentage of the student body receives scholarship assistance, including tuition reduction?      31%

## PART VII - ASSESSMENT RESULTS

### REFERENCED BY NATIONAL NORMS

<b>Subject:</b> <u>Math</u>	<b>Test:</b> <u>ACT</u>
<b>Grade:</b> <u>12</u>	<b>Edition/Publication Year:</b> <u>2013</u>
<b>Publisher:</b> <u>American College Testing</u>	<b>Scores are reported here as:</b> <u>Scaled scores</u>

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	Aug	Aug	Aug	Aug	Aug
<b>SCHOOL SCORES</b>					
Average Score	25.8	25.7	24.9	24.6	24.3
Number of students tested	242	209	265	221	226
Percent of total students tested	98.3	91.2	92.7	93.2	90.4
Number of students alternatively assessed					
Percent of students alternatively assessed					
<b>SUBGROUP SCORES</b>					
<b>1. Hispanic</b>					
Average Score	25.2	21.6	23.1	21.6	21
Number of students tested	15	12	13	7	6
<b>2. Asian</b>					
Average Score	27.5	28.1	27.5	28	26.4
Number of students tested	19	9	8	7	9
<b>3. Other 3</b>					
Average Score					
Number of students tested					

**NOTES:** These results are from the year end ACT report compiled for the Class of 2013.

## REFERENCED BY NATIONAL NORMS

<b>Subject:</b> <u>Reading/ELA</u>	<b>Test:</b> <u>ACT</u>
<b>Grade:</b> <u>12</u>	<b>Edition/Publication Year:</b> <u>2013</u>
<b>Publisher:</b> <u>American College Testing</u>	<b>Scores are reported here as:</b> <u>Scaled scores</u>

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	Aug	Aug	Aug	Aug	Aug
<b>SCHOOL SCORES</b>					
Average Score	26.6	26.3	25.5	25	25.4
Number of students tested	242	209	265	221	226
Percent of total students tested	98.3	91.2	92.7	93.2	90.4
Number of students alternatively assessed					
Percent of students alternatively assessed					
<b>SUBGROUP SCORES</b>					
<b>1. Hispanic</b>					
Average Score	25.8	25.7	24.9	24.6	24.3
Number of students tested	242	209	265	221	226
<b>2. Asian</b>					
Average Score	25.5	23.7	22	28.6	26.4
Number of students tested	19	9	8	7	9
<b>3. Other 3</b>					
Average Score					
Number of students tested					

**NOTES:** These scores are from the ACT year long study.